

Davinia Hernández-Leo

List of Publications by Year in descending order

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Version: 2024-02-01

115
papers

1,473
citations

361296

20
h-index

454834

30
g-index

123
all docs

123
docs citations

123
times ranked

884
citing authors

#	ARTICLE	IF	CITATIONS
1	Emergency education effects on teacher abilities and motivation to use digital technologies. British Journal of Educational Technology, 2021, 52, 1455-1477.	3.9	69
2	Analytics for learning design: A layered framework and tools. British Journal of Educational Technology, 2019, 50, 139-152.	3.9	61
3	Group-based mobile learning: Do group size and sharing mobile devices matter?. Computers in Human Behavior, 2015, 44, 377-385.	5.1	55
4	Web Collage: An implementation of support for assessment design in CSCL macro-scripts. Computers and Education, 2013, 67, 79-97.	5.1	49
5	How was the activity? A visualization support for a case of location-based learning design. British Journal of Educational Technology, 2015, 46, 317-329.	3.9	45
6	Towards teaching as design: Exploring the interplay between full-lifecycle learning design tooling and Teacher Professional Development. Computers and Education, 2017, 114, 92-116.	5.1	44
7	QuesTnSitu: From tests to routes for assessment in situ activities. Computers and Education, 2011, 57, 2517-2534.	5.1	41
8	Editorial: The art and science of learning design. Research in Learning Technology, 0, 21, .	2.3	39
9	Augmenting Reality and Formality of Informal and Non-Formal Settings to Enhance Blended Learning. IEEE Transactions on Learning Technologies, 2014, 7, 118-131.	2.2	37
10	An Integrated Environment for Learning Design. Frontiers in ICT, 2018, 5, .	3.6	37
11	LdShake: Learning design solutions sharing and co-edition. Computers and Education, 2011, 57, 2249-2260.	5.1	36
12	Discovering the campus together: A mobile and computer-based learning experience. Journal of Network and Computer Applications, 2012, 35, 176-188.	5.8	36
13	4SPPIces: A case study of factors in a scripted collaborative-learning blended course across spatial locations. International Journal of Computer-Supported Collaborative Learning, 2012, 7, 443-465.	1.9	34
14	Supporting collaborative design activity in a multi-user digital design ecology. Computers in Human Behavior, 2017, 71, 327-342.	5.1	33
15	Authoring and enactment of mobile pyramid-based collaborative learning activities. British Journal of Educational Technology, 2018, 49, 262-275.	3.9	33
16	ILDE: Community Environment for Conceptualizing, Authoring and Deploying Learning Activities. Lecture Notes in Computer Science, 2014, , 490-493.	1.0	30
17	Learning design Rashomon I - supporting the design of one lesson through different approaches. Research in Learning Technology, 0, 21, .	2.3	26
18	Incorporating assessment in a pattern-based design process for CSCL scripts. Computers in Human Behavior, 2009, 25, 1028-1039.	5.1	25

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19	To be or not to be in situ outdoors, and other implications for design and implementation, in geolocated mobile learning. <i>Pervasive and Mobile Computing</i> , 2014, 14, 17-30.	2.1	24
20	LdShake support for team-based learning design. <i>Computers in Human Behavior</i> , 2014, 37, 402-412.	5.1	23
21	Report of the Results of an IMS Learning Design Expert Workshop. <i>International Journal of Emerging Technologies in Learning</i> , 2010, 5, 58.	0.8	23
22	Free- and Open-Source Software for a Course on Network Management: Authoring and Enactment of Scripts Based on Collaborative Learning Strategies. <i>IEEE Transactions on Education</i> , 2007, 50, 292-301.	2.0	22
23	Supporting awareness in communities of learning design practice. <i>Computers in Human Behavior</i> , 2018, 85, 255-270.	5.1	22
24	Smartphones or laptops in the collaborative classroom? A study of video-based learning in higher education. <i>Behaviour and Information Technology</i> , 2019, 38, 637-649.	2.5	22
25	CIDA: A collective inquiry framework to study and support teachers as designers in technological environments. <i>Computers and Education</i> , 2020, 143, 103679.	5.1	21
26	A multicase study for the evaluation of a pattern-based visual design process for collaborative learning. <i>Journal of Visual Languages and Computing</i> , 2010, 21, 313-331.	1.8	20
27	An Actionable Orchestration Dashboard to Enhance Collaboration in the Classroom. <i>IEEE Transactions on Learning Technologies</i> , 2020, 13, 662-675.	2.2	18
28	Human-centred design to empower teachers as designers. <i>British Journal of Educational Technology</i> , 2018, 49, 1113-1130.	3.9	17
29	Teacher-led inquiry in technology-supported school communities. <i>British Journal of Educational Technology</i> , 2018, 49, 1077-1095.	3.9	17
30	CSCL Scripting Patterns: Hierarchical Relationships and Applicability. , 0, , .		16
31	Emergency Remote Teaching: Capturing Teacher Experiences in Spain with SELFIE. <i>Lecture Notes in Computer Science</i> , 2020, , 318-331.	1.0	16
32	A Tailorable Collaborative Learning System That Combines OGSA Grid Services and IMS-LD Scripting. <i>Lecture Notes in Computer Science</i> , 2004, , 305-321.	1.0	15
33	Ethics in educational technology research: Informing participants on data sharing risks. <i>British Journal of Educational Technology</i> , 2019, 50, 1019-1034.	3.9	14
34	Enhancing consent forms to support participant decision making in multimodal learning data research. <i>British Journal of Educational Technology</i> , 2020, 51, 1631-1652.	3.9	14
35	Implementación de buenas prácticas en los Trabajos Fin de Grado. <i>Revista De Docencia Universitaria</i> , 0, 11, 269.	0.1	14
36	Seeking reproducibility: Assessing a multimodal study of the testing effect. <i>Journal of Computer Assisted Learning</i> , 2018, 34, 378-386.	3.3	12

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37	Involving teachers in learning analytics design. , 2020, , .		12
38	4FAD: A framework for mapping the evolution of artefacts in the learning design process. Australasian Journal of Educational Technology, 2018, 34, .	2.0	12
39	Supporting the reuse of effective CSCL learning designs through social structure representations. Distance Education, 2009, 30, 239-258.	2.5	11
40	Technology-Supported Orchestration Matters: Outperforming Paper-Based Scripting in a Jigsaw Classroom. IEEE Transactions on Learning Technologies, 2014, 7, 17-30.	2.2	11
41	Design for collective intelligence: pop-up communities in MOOCs. AI and Society, 2018, 33, 91-100.	3.1	11
42	Evaluation to support learning design: Lessons learned in a teacher training MOOC. Australasian Journal of Educational Technology, 2018, 34, .	2.0	11
43	Design and evaluation of a computer based game for education. , 2016, , .		10
44	Cross-LAK. , 2016, , .		10
45	Design and Implementation of Location-Based Learning Games: Four Case Studies with "QuesTnSitu: The Game". IEEE Transactions on Emerging Topics in Computing, 2017, 5, 84-94.	3.2	10
46	Intelligent Group Formation in Computer Supported Collaborative Learning Scripts. , 2017, , .		10
47	Data-informed design parameters for adaptive collaborative scripting in across-spaces learning situations. User Modeling and User-Adapted Interaction, 2019, 29, 869-892.	2.9	10
48	Narrative Scripts Embedded in Social Media Towards Empowering Digital and Self-protection Skills. Lecture Notes in Computer Science, 2021, , 394-398.	1.0	10
49	Deconstructing orchestration load: comparing teacher support through mirroring and guiding. International Journal of Computer-Supported Collaborative Learning, 2021, 16, 307-338.	1.9	10
50	Teachers'™ Perceptions About the HANDSON MOOC: A Learning Design Studio Case. Lecture Notes in Computer Science, 2015, , 420-427.	1.0	10
51	Technological support for the enactment of collaborative scripted learning activities across multiple spatial locations. Future Generation Computer Systems, 2014, 31, 223-237.	4.9	9
52	A Social Learning Space Grid for MOOCs: Exploring a FutureLearn Case. Lecture Notes in Computer Science, 2017, , 243-253.	1.0	9
53	SmartLET. , 2018, , .		8
54	Round or rectangular tables for collaborative problem solving? A multimodal learning analytics study. British Journal of Educational Technology, 2020, 51, 1597-1614.	3.9	8

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55	Not Interested in ICT? A Case Study to Explore How a Meaningful m-Learning Activity Fosters Engagement among Older Users. <i>Lecture Notes in Computer Science</i> , 2013, , 328-342.	1.0	8
56	Conceptualising a visual representation model for MOOC-based blended learning designs. <i>Australasian Journal of Educational Technology</i> , 0, , 1-26.	2.0	8
57	Supporting online collaborative design for teacher professional development. <i>Technology, Pedagogy and Education</i> , 2018, 27, 571-587.	3.3	7
58	Identifying Design Principles for Learning Design Tools: The Case of edCrumble. <i>Lecture Notes in Computer Science</i> , 2018, , 406-411.	1.0	7
59	Towards embedding assessment in CSCL scripts through selection and assembly of learning and assessment patterns. , 2009, , .		7
60	InstanceCollage: A Graphical Tool for the Particularization of Role/Group Structures in Pattern-Based IMS-LD Collaborative Scripts. , 2008, , .		6
61	Considering the Intrinsic Constraints for Groups Management of TAPPS and Jigsaw CLFPs. , 2009, , .		6
62	Applying Recommendations to Align Competences, Methodology, and Assessment in Telematics, Computing, and Electronic Engineering Courses. <i>Revista Iberoamericana De Tecnologías Del Aprendizaje</i> , 2013, 8, 15-22.	0.7	6
63	The Effect of Using a Talking Head in Academic Videos: An EEG Study. , 2015, , .		6
64	PyramidApp: Scalable Method Enabling Collaboration in the Classroom. <i>Lecture Notes in Computer Science</i> , 2016, , 422-427.	1.0	6
65	Learning design for teacher professional development. <i>International Journal of Educational Technology in Higher Education</i> , 2017, 14, .	4.5	6
66	Knowledge-Based Design Analytics for Authoring Courses with Smart Learning Content. <i>International Journal of Artificial Intelligence in Education</i> , 2022, 32, 4-27.	3.9	6
67	Representing the Spaces When Planning Learning Flows. <i>Lecture Notes in Computer Science</i> , 2010, , 276-291.	1.0	6
68	From idea to VLE in half a day. , 2014, , .		6
69	Modeling the Computing Based Testing domain extending IMS QTI: Framework, models and exemplary implementations. <i>Computers in Human Behavior</i> , 2012, 28, 1648-1662.	5.1	5
70	Smart TV-Smartphone Multiscreen Interactive Middleware for Public Displays. <i>Scientific World Journal</i> , The, 2015, 2015, 1-14.	0.8	5
71	edCrumble, a Data-Enriched Visual Authoring Design Tool for Blended Learning. <i>IEEE Transactions on Learning Technologies</i> , 2021, 14, 55-68.	2.2	5
72	Concept-Level Design Analytics for Blended Courses. <i>Lecture Notes in Computer Science</i> , 2019, , 541-554.	1.0	5

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73	Diagrams of learning flow patterns' solutions as visual representations of refinable IMS Learning Design templates. , 2008, , 394-412.		5
74	ClassMood App: A Classroom Orchestration Tool for Identifying and Influencing Student Moods. Lecture Notes in Computer Science, 2019, , 723-726.	1.0	5
75	Achievements and challenges in learning analytics in Spain: The view of SNOLA. RIED: Revista Iberoamericana De Educación A Distancia, 2020, 23, 187.	0.8	5
76	System Orchestration Support for a Flow of Blended Collaborative Activities. , 2010, , .		4
77	Studying Collaboration Dynamics in Physical Learning Spaces: Considering the Temporal Perspective through Epistemic Network Analysis. Sensors, 2021, 21, 2898.	2.1	4
78	Motion Capture as an Instrument in Multimodal Collaborative Learning Analytics. Lecture Notes in Computer Science, 2019, , 604-608.	1.0	4
79	How Do Table Shape, Group Size, and Gender Affect On-Task Actions in Computer Education Open-Ended Tasks. IEEE Transactions on Education, 2022, 65, 533-543.	2.0	4
80	Educational Patterns as a Guide to Create Units of Learning and Assessment. , 2008, , .		3
81	Conditioning Factors for Group Management in Blended Learning Scenarios. , 2009, , .		3
82	Fine-tuning formative and summative assessment in Bachelors' Final Projects. , 2014, , .		3
83	Ld-Feedback App: Connecting Learning Designs with Studentsâ€™ and Teachersâ€™ Perceived Experiences. Lecture Notes in Computer Science, 2017, , 509-512.	1.0	3
84	edCrumble: Designing for Learning with Data Analytics. Lecture Notes in Computer Science, 2018, , 605-608.	1.0	3
85	Preface to the special issue on learning analytics and personalised support across spaces. User Modeling and User-Adapted Interaction, 2019, 29, 751-758.	2.9	3
86	Using Network Analysis to Characterize Participation and Interaction in a Citizen Science Online Community. Lecture Notes in Computer Science, 2021, , 67-82.	1.0	3
87	Collaborative Learning Orchestration Using Smart Displays and Personal Devices. Lecture Notes in Computer Science, 2015, , 596-600.	1.0	3
88	Implementing Computer-Interpretable CSCL Scripts with Embedded Assessment. , 2011, , 261-277.		3
89	CLFP Intrinsic Constraints-Based Group Management of Blended Learning Situations. Studies in Computational Intelligence, 2011, , 115-133.	0.7	3
90	QTI for Self-Assessment and Embedded-Assessment in Competence Oriented Scenarios: The Agora Case. , 2009, , .		2

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91	Enhancing Computer Assisted Assessment Using Rubrics in a QTI Editor. , 2009, , .		2
92	Introducing Flexibility into CSCL Scripts for Blended Learning Scenarios. , 2009, , .		2
93	Emotion Annotation of Music: A Citizen Science Approach. Lecture Notes in Computer Science, 2021, , 51-66.	1.0	2
94	Learning Gains in Pyramid Computer-Supported Collaboration Scripts: Factors and Implications for Design. Lecture Notes in Computer Science, 2021, , 35-50.	1.0	2
95	Education, Technology and Design: A Much Needed Interdisciplinary Collaboration. Human-computer Interaction Series, 2018, , 17-39.	0.4	2
96	Ldshake and the "Biología En Contexto" Teacher Community Across High Schools. , 2015, , 195-210.		2
97	Remote Collaborative Multi-user Informal Learning Experiences: Design and Evaluation. Lecture Notes in Computer Science, 2011, , 43-56.	1.0	2
98	A Multiple Constraints Framework for Collaborative Learning Flow Orchestration. Lecture Notes in Computer Science, 2016, , 225-235.	1.0	2
99	Improving the Usability of an Approach for Visually Supporting the Creation of Personal Development Plans. , 2009, , .		1
100	An Approach for Visually Supporting the Creation of Personal Development Plans. , 2009, , .		1
101	A LdShake-Based Platform for Teaching Integrated Journalism. Revista Iberoamericana De Tecnologías Del Aprendizaje, 2014, 9, 106-113.	0.7	1
102	Exploiting Peer Review in Microteaching Through the Ld-Feedback App in Teacher Education. Advances in Intelligent Systems and Computing, 2020, , 139-147.	0.5	1
103	Individual versus computer-supported collaborative self-explanations: how do their writing analytics differ?. , 2020, , .		1
104	System Orchestration Support for a Collaborative Blended Learning Flow. Studies in Computational Intelligence, 2012, , 29-46.	0.7	1
105	Signal Orchestration System for Face-to-Face Collaborative Learning Flows. Lecture Notes in Computer Science, 2013, , 560-564.	1.0	1
106	Herramientas basadas en r"bricas para el control y la evaluaci3n de los Proyectos Final de Grado. Education in the Knowledge Society, 2015, 16, 47-62.	2.0	1
107	Adaptive Orchestration of Scripted Collaborative Learning in MOOCs. Lecture Notes in Computer Science, 2019, , 591-594.	1.0	1
108	Linking CSCL Script Design Patterns. , 0, , 72-85.		1

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109	Socio-Emotional Regulation in Collaborative Hybrid Learning Spaces of Formal and Informal Learning. Understanding Teaching-learning Practice, 2022, , 95-111.	1.3	1
110	Social Structures Representations as Aid for Effective Creation and Reuse of CSCL Scripts According to a Problem-Solving Approach to ID. , 2008, , .		0
111	An Ontology-Based Architecture for the Management and Interoperability of Patterns in Collaborative Learning Design Tools. , 2014, , .		0
112	2 nd cross-LAK. , 2017, , .		0
113	Including Students'™ Voices in the Design of Blended Learning Lesson Plans. Lecture Notes in Computer Science, 2021, , 419-423.	1.0	0
114	From a Pattern Language to a Pattern Ontology Approach for CSCL Script Design. Lecture Notes in Computer Science, 2011, , 547-561.	1.0	0
115	So@le: A Tool for Teachers to Evaluate Social Awareness in Their Learning Designs. Lecture Notes in Computer Science, 2019, , 761-764.	1.0	0